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ABSTRACT

The teaching guide for a circus unit to be used with handicapped children, 4 to 8 years of age, contains lists of instructional materials and lesson plans for 9 days. The unit described to be a culminating activity for the latter part of the year, is said to increase motor, academic, and perceptual skills of mentally, physically, emotionally and/or socially handicapped children. It is explained that objectives are based on the following three ability levels: leval-A, for low functioning children who can focus eyes on a subject; level-B, for children who additionally have limited expressive language; and level-C, for children within the educable range. Provided is an evaluation form for dating attainment of skills such as touching, imitating, discriminating, and verbalizing, associated with six circus components such as a clown or hot dogs. Given for teachers are instructions for making materials such as bean bags or puzzles. Listed are seven commercial sources of instructional materials such as a "Circus Unit" (included are descriptions, order number, and price). Additionally listed are annotated lists of 10 pertinent books, seven films, five filmstrips, three records, and community resources. Lesson plans are arranged in the following format: A-, B-, and C-level objectives (such as see a clown, imitate a clown, and state that a clown is part of a circus); instructional aids such as materials, a game, and a story; and procedures which include free play, opening exercises (such as pictures of a clown), perceptual-motor and academic skill activities, juice time (using clown cups, napkins and cookies), lunch, rest time (with circus music), and perceptual and gross motor skill activities. (MC)

ED 087162

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LET'S GO TO

THE CIRCUS

A Motor-Academic-Perceptual Unit for the Early Childhood Education of the Multiply Handicapped

EC 061 193

ARIN INTERMEDIATE UNIT 28

Early Childhood Education
of the Multiply Handicapped

LET'S GO TO THE CIRCUS
A Motor-Academic-Perceptual (M-A-P) Unit

(a part of Project #48-03016-32-500)
1972-73

M-A-P Project
ARIN Intermediate Unit
Court House
Indiana, Pennsylvania 15701

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TABLE OF CONTENTS

Preface iv

Using the Circus Unit 1

Evaluation Chart 2

Language Development 4

Let's Go To The Circus: Resource Materials 6

  Teacher-Made Materials 7

  Commercially-Produced Instructional Materials . . 9

  Books 12

  Films 14

  Filmstrips 16

  Records 18

  Community Resources 19

  Miscellaneous Materials 20

Let's Go To The Circus: Lesson Plans 21

  Day 1 22

  Day 2 26

  Day 3 28

  Day 4 31

  Day 5 34

  Day 6 36

  Day 7 38

  Day 8 40

  Day 9 41

References 44

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LET'S GO TO THE CIRCUS

PREFACE

Units developed for young (pre-school age) multiply handicapped children should typically deal with routine concepts which help the child to learn more about himself (e.g., body parts) and his immediate environment (e.g., the home, the school). Toward the latter part of the school year, however, a teacher may choose to introduce a new dimension in instruction. A unit on the circus can be developed to add new cognitive understandings and strengthen basic perceptual-motor skills of young children who are handicapped mentally, physically, emotionally, and/or socially.

A series of classroom experiences (included in a unit on the circus) which involve movement, sight, sound, smell, taste, and touch can enhance learning and provide an opportunity to find a medium for future instruction which might appeal to the disturbed, severely retarded, or young trainable child. For the educable and/or culturally-deprived child, both academic learning and perceptual-motor skill development can be strengthened through this unit. Activities and experiences also can be adapted easily for non-ambulatory, physically handicapped children who may be functioning at various ability levels.

The following unit has been field-tested in two different classrooms with a total of 24 children. These children ranged in age from four to eight, exhibited varying handicapping conditions, and functioned at various ability levels.

Objectives have been established for each day's activities.

Level A objectives are specifically designed for low-level functioning children who have at least established eye contact (the unit is not appropriate for the child who is not able to focus on an object; extensive adaptation of the unit would be necessary for the blind child). Children who are able to achieve Level B objectives should also be able to meet Level A objectives; many young trainable children who possessed only limited expressive language were found to be able to attain Level B objectives. Level C objectives are designed for young children who possess ability which is at least within the educable range; it is assumed that children on Level C will be able to complete Level A and B objectives, unless they are physically handicapped.

The number of academic concepts presented intentionally have been kept to a minimum. Cognitive experiences are designed to provide a frame of reference in which sensorimotor experiences may be introduced.

Overall, the total unit is designed to enable multiply handicapped children to achieve the following general motor, academic, and perceptual objectives.

MOTOR

-To increase large muscle coordination.

-To improve small muscle coordination.

-To enhance positive body awareness.

ACADEMIC

-To improve adjustment to and participation in school routines.

ACADEMIC (cont'd)

-To increase verbalizations of thoughts.

-To discriminate among cognitive concepts related to the circus.

PERCEPTUAL

-To enhance awareness and identification of shapes, quantities, and colors.

-To improve visual perception through exposure to visually-stimulating materials and possibly field trips.

-To improve auditory skills through screening, sorting, listening to and for certain sounds.

-To develop olfactory and gustatory discrimination skills through experimentation with tastes and smell.

-To increase tactile skills through the use of objects and models.

It is hoped that this descriptive unit will be used basically as a general guide to instruction and that teachers will adapt the activities and experiences presented to meet the needs of the particular children in their classes.

USING THE CIRCUS UNIT

1. Evaluate continuously. Assess each child on the Circus Unit Evaluation Chart prior to, during, and after instruction.

2. Introduce only one concept at a time. Use that concept throughout the day in various sensory modalities.

3. Make learning materials whenever possible.

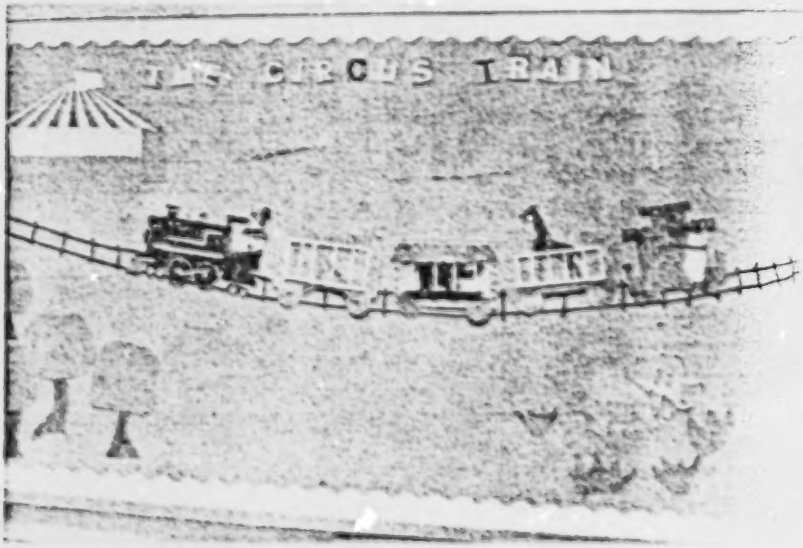
4. Teach to <u>small</u> groups of children (maximum of 5) at all times.

5. Repeat stories; show films and/or filmstrips several times.

6. Adapt suggested activities to meet the needs of specific children.

7. Plan for several short activities rather than a few long ones.

8. Take pictures (slides) of the children engaged in circus-like activities throughout the early part of the unit. These pictures can be included in the simulated circus held during the final day of the unit.



Child's Name _____

Date Unit Introduced _____

EVALUATION (CIRCUS UNIT)

Indicate on the line below, the date on which the task is accomplished.

Concept: CLOWN

Gazes at model/picture _____
Touches model/picture _____
Imitates clown action: Laughing _____
Looking sad _____
Crawling _____
Walking _____
Running _____
Jumping _____
Matches _____
Discriminates object from others _____
Associates (e.g., clown with circus) _____
Imitates verbalization of word "clown" _____
Responds to "What is this?" _____

Concept: ELEPHANT

Gazes at model/picture _____
Touches model/picture _____
Imitates elephant action: walking _____
Matches _____
Discriminates object from others _____
Associates (e.g., elephant with circus) _____
Imitates verbalization of word "elephant" _____
Responds to "What is this?" _____

Concept: CIRCUS MUSIC

Aware of sound _____
Listens to music _____
Makes music _____
Discriminates from others _____
Associates (music with circus) _____

Evaluation of Circus Unit (cont'd.)

Concept: CIRCUS FOOD

PEANUTS
Gazes at real object/model
Touches real object/model
Imitates action: Cracking open
Tasting
Matches
Visual discrimination:
3-D object or real thing
Pictures
Associates (e.g., with circus)
Imitates verbalization of word "peanut"
Responds to "What is this?"

POPCORN
Gazes at real object/model
Touches real object/model
Imitates action: Tasting
Smelling
Matches
Visual discrimination:
3-D object or real thing
Pictures
Associates (e.g., with circus)
Imitates verbalization of word "popcorn"
Responds to "What is this?"

HOT DOGS
Gazes at real object/model
Touches real object/model
Imitates action: Tasting
Matches
Visual discrimination:
3-D object or real thing
Pictures
Associates (e.g., with circus)
Imitates verbalization of word "hot dog"
Responds to "What is this?"

LANGUAGE DEVELOPMENT

Language development should be occurring throughout the implementation of the unit. Specific speech development lessons, however, can be developed to utilize the circus theme.

A ladies hatbox may be decorated with paper and pom-poms to look like a clown's body; with holes cut into the side, the hatbox becomes a sorting box. A speech therapist or class teacher may choose to place a picture card on top and have the child reach in the armhole to find and name a concrete object inside.

The speech therapist or teacher who is instructing a child on how to use the tongue in producing speech may use the pictured worksheet. Have the child cut out the paper tongue which is pictured on the bottom of the page and insert it in the clown's mouth. The child then may move his own tongue in the same manner as he/she moves the clown's tongue.

LET'S GO TO THE CIRCUS

RESOURCE MATERIALS

TEACHER-MADE MATERIALS

BEAN BAGS

Bean bags may be made with denim material which is double-stitched into various shapes (e.g., squares, triangles, circles). Eight bags can be made from a square yard of material and 4 lbs. of medium-sized navy beans.

FLANNEL BOARD STORIES

Teachers can create exciting flannel board stories by pasting a piece of flannel on the back of pictures of clowns, elephants, etc., and using these pictures (only two or three at a time) to tell a story.

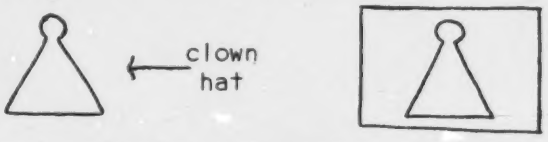
MATCHING CARDS

Pictures of circus related-materials can be cut out of two identical dime store books and pasted on 8" X 8" squares of cardboard. Children can develop matching and discrimination skills through their use.

PUZZLES

Simple puzzles of clowns, elephants, and circus food can be made by the teacher.

1. Cut the design out of a piece of cardboard.
2. Paste the stencil on another piece of cardboard.
3. The cut-out design can be easily inserted in the puzzle.



These puzzles can be made simple or complex, depending on the child's level of functioning.

SEWING CARDS

Sewing cards help to enhance fine motor skills. Make them for each concept introduced by punching large holes in the outline of a particular picture (e.g., clown) and have the children weave in and out using a shoe lace or a heavy piece of string.

SONGS

Songs which are written by the teacher can be made very simple. They are more appropriate for handicapped children than any other songs.

(to tune of Campbell's Soup song)

"Circus time
Circus time
Come! Come! Come!
It's circus time."

"Funny clown
Funny clown
See! See! See!
The funny clown."

"Elephant
Elephant
See! See! See!
The elephant."

Other tunes can be easily adapted to a circus theme.

COMMERCIALLY-PRODUCED INSTRUCTIONAL MATERIALS

American Guidance Service
Publisher's Building
Circle Pines, Minnesota 55014

"Peabody Language Development Kit" - Level P $145.00
The stimulus cards which are included are excellent for instruction on circus foods. The large circus picture is overly-stimulating and therefore inappropriate.

Childcraft Education Corp.
964 Third Avenue
New York, New York 10022

"Bobo" #3A271 $ 3.50
An inflatable clown of sturdy vinyl with a weighted bottom and roly poly action which brings him upright for continuous punches. 50" high.

Creative Playthings
Princeton, New Jersey 08540

"Clown Punching Bag" $ 4.00
A 52" tall, two layer, inflatable vinyl, weighted clown, designed to serve as a punching bag.
(May be previewed from the Western Pennsylvania Special Education Regional Resource Center, #36-031.)

Hayes School Publishing Co.
321 Pennwood Avenue
Wilkinsburg, Pennsylvania 15221

"Circus Unit" - Duplicating Masters $ 2.50
Book of masters of large drawings of circus activities and projects for children to make and color. Suggested for seatwork or in arts and crafts programs. Provide good ideas for instruction in a program for multiply handicapped children, but require adaptation.
(May be borrowed from the Western Pennsylvania Special Education Regional Resource Center, #56-026.)

Kurtz Brothers
Clearfield, Pennsylvania 16830

Bulletin Board Materials

"Alphabet Parade" #T-471 $ 2.95
26 colorful circus wagons containing manuscript letters with pictures to identify consonants, long and short vowel sounds. Horses and 9" high wagons are included. Appropriate for use in a classroom of young multiply handicapped children.

"Circus" #T-818 $ 2.95
Trend Enterprises presents colorful versatile circus characters. Found to be very appropriate in a classroom for young multiply handicapped children.

"Color Recognition" # 55 $ 3.15
Ten colors of balloons and clowns including color names are presented. Found to be very appropriate in classroom for young multiply handicapped children.

"Instructo Bulletin Board Circus" # 775 $ 4.25
Contains over 40 pieces including circus tents, animals, wagons, and circus people. Found to be very appropriate in a classroom for young multiply handicapped children.

Flannel Board Materials

"The Circus" # 140 $ 3.15
Complete set of over 25 cut-outs which can be easily moved around to create a circus. (Classroom teacher preferred the Instructo Bulletin Board Circus listed above over this item.)

"Judy Clown Bean Bag Set" #409175 $ 11.50
Includes a clown on an easel and bean bags. The clown has various holes in it into which bean bags can be thrown.

SIFO Company
834 North Seventh Street
Minneapolis, Minnesota 55411

"Bill Ding Balancing Clowns" $ 3.50
A boxed set of 14 colorful wooden clowns (4 1/2" high) with interlocking notches and two balancing rods which permit the clowns to be balanced in various ways.
(May be borrowed from the Western Pennsylvania Special Education Regional Resource Center, #36-017.)

Whitman and Company
560 West Lake Street
Chicago, Illinois 60606

"Three Ring Circus" A Whitman Book, 1972 $ .39
A press-out put-together, three-ring miniature circus.
Found to be an excellent wall decoration in a classroom
for multiply handicapped children.
(Available in a local "5 & 10".)

BOOKS

Burger, C. All About Elephants. New York: Ramdom House, 1965.

An informative book on the elephant. Although the content aims at an upper elementary level, the black and white photos are excellent.
(Available from the Children's Collection, Indiana University of Pennsylvania, Indiana, PA - #J599.61 B91la)

Fox, C. P. Come to the Circus. Chicago: Reilly & Lee, 1960.

This story is about two children's visit to the circus. Every page has a large black and white photograph. Large print.
(Available from the Children's Collection, Indiana University of Pennsylvania, Indiana, PA - #J791.3 F83)

Goudley, A. E. Here Come the Elephants. New York: Charles Scribner's Sons, 1955.

A story of African Elephants, illustrated with two-color drawings. Although the book is not circus-oriented, the illustrations may be useful within the classroom.
(Available from the Children's Collection, Indiana University of Pennsylvania, Indiana, PA - #J599.61 G723)

Johnson, W. Bozo and the Hide 'n Seek Elephant. Racine, Wisconsin: Golden Press, Western Publishing, 1968.

A colorfully-illustrated story about Bozo, the clown, and his friend Butch, and their search for Queenie, the circus elephant. (May be purchased for $ .39 at a local "5 & 10.")

Palazzo, T. Let's Go to the Circus. Garden City, New York: Doubleday, 1961.

A story about a circus performance which is written in simple language and large print. This completely illustrated book with full-color, full-page drawings was found to be exceptionally good when presented to young multiply handicapped children.
(Available from the Children's Collection, Indiana University of Pennsylvania, Indiana, PA - #J791.3 P173)

Rao, U. F. Elephant Baby. Chicago: Encyclopedia Brittannica Press, 1962.

True to life color photos from the EBEC education film Elephant Baby. The story concerns a baby elephant in southern India (not circus-oriented, but the photos are excellent).
(Available from the Children's Collection, Indiana University of Pennsylvania, Indiana, PA - #J599.61 R18)

Simont, M. How Come Elephants? New York: Harper & Row, 1965.

A story book of elephant information presented in a question-answer format. Clever drawings illustrate each page.
(Available from the Children's Collection, Indiana University of Pennsylvania, Indiana, PA - #J599.61 S157h)

Walt Disney Productions. Dumbo. Racine, Wisconsin: Golden Press, 1972.

The story of baby Dumbo, the elephant with floppy ears, and how he learned to fly. A book which is delightfully illustrated, but might confuse the retarded child who is learning the concept "elephant" for the first time.
(May be purchased for $ .29 at a local "5 &10.")

Wildsmith, B. Brain Wildsmith's Circus. New York : Franklin Watts, 1970.

A delightful picture book, with full color drawings of circus clowns, animals, high wire acts, and acrobats. An excellent asset to a unit on the circus.
(Available from the Children's Collection, Indiana University of Pennsylvania, Indiana, PA - #J791.3 W647b)

Ylla, C. The Little Elephant. New York: Harper, 1956.

The story of Japu, the little Indian elephant, is on a third grade reading level, however, the black and white photographs are excellent, showing large and small elephants.
(Available from the Children's Collection, Indiana University of Pennsylvania, Indiana, PA #JK821e)

FILMS

Boy of the Circus — 16mm — Color — 11 min. — 1956

Tells the story of a circus family and Dino, a small boy who has no job for the opening performance. It shows how circus people work together to produce the exciting, colorful spectacle in which Dino finally plays a part. This film was found to be highly successful when shown to young multiply handicapped children who requested that it be repeated several times. (Available through a Pennsylvania Intermediate Unit's Instructional Material Service #MP 1-0343 or from Cornet Films, 65 East South Water Street, Chicago, Illinois 60601.)

Circus (No Narration) — 16mm — Color — 8 min.

Created and drawn by children; illustrates the various activities of a circus from a child's point of view. Not particularly useful with young multiply handicapped children. (Available from Bailey Education Media, 2211 Michigan Ave., Santa Monica, California 90404.)

Circus Animals — super 8mm — 11 min. — 1948

Shows how circus animals are cared for, fed, watered, and trained. Opens with scenes of elephants and horses being unloaded from the circus train. Elephants are shown pulling the tent onto giant tent poles. Trainers are shown feeding the animals. Also, elephants practice standing on their heads and hindfeet. (Available from Doubleday Multimedia, Box 11607, 1371 Reynolds Ave., Santa Ana, California 92705.)

Circus Day — super 8mm — 18 min. — 1969

A clown recalls the days when he first joined the circus. He tells about the arrival of the circus train, unloading the animals and wagons, and setting up the circus lot. (Available from Doubleday Multimedia, Box 11607, 1371 Reynolds Ave., Santa Ana, California 92705.)

Circus Day in Our Town — B/W — 15 min. — 1949

Shows the unloading of a circus train and the raising of the Big Top, clowns dressing and making-up, trained dogs playing basket-ball, horses marching and drilling, and a human bullet being shot from a huge cannon. (Available through a Pennsylvania Intermediate Unit's Instructional Material Service #MP 2-0513 or from Encyclopedia Brittannica Educational Corporation, 425 North Michigan Ave., Chicago, Illinois 60611.)

Draw Me An Elephant super 8mm 7 min.
Animated film demonstrates there is no one way to draw an elephant or anything else, only your way. Designed to encourage individual creativity and help increase visual perception.
(Available from Doubleday Multimedia, Box 11607, 1371 Reynolds Ave., Santa Ana, California 92705.)

Elephants B/W 11 min. 1940
Describes the general characteristics and training of elephants.
(Available through a Pennsylvania Intermediate Unit's Instructional Material Services #MP 1-0774 or from Encyclopedia Brittannica Educational Corporation, 425 North Michigan Ave., Chicago, Illinois 60611.)

FILMSTRIPS

Elephants - This is an Elephant. Color 1961 EBEC

Deals with pre-historic elephants and traces their development. Includes good pictures of large elephants and their babies. Examines the elephants' trunks and tusks. (Not appropriate for use with young multiply handicapped children.)

(Available from Indiana University of Pennsylvania, Indiana, PA #1058 or from Encyclopedia Brittanica Educational Corporation, 425 North Michigan Avenue, Chicago, Illinois 60611.)

Here Comes the Circus. Color

Shows the unloading of the circus train and the setting up of the Big Top. It does not dwell on any specific aspect of the circus.

(Available from Indiana University of Pennsylvania, Indiana, PA #28 or from the Association of American Railroads Transportation Building, Washington, D. C.)

Sounds at the Circus. Color Eyegate

Is part of the Sight and Sound Discovery Trip set. Through the colored pictures on the filmstrip and the sounds and music on the accompanying record, the children are taken on trips of awareness. All the many aspects of a real traveling circus are shown.

(Available from Eyegate House #199E, 146-01 Archer Ave., Jamaica, New York 11435.)

This Is an Elephant. Color 1957 EBEC

Shows Mumbo, the elephant, being trained to perform tricks, using his trunk to take a bath in a pond. May be used in its entirety or in parts. (Found to have exceptionally good pacing and length for young multiply handicapped, trainable, and or socially/culturally disadvantaged children.)

(Available from Indiana University of Pennsylvania, Indiana, PA #5166 or from Encyclopedia Brittanica Educational Corporation, 425 North Michigan Avenue, Chicago, Illinois 60611.)

The World of the Circus set: 4 filmstrips, 2 cassettes, 4 teacher's guides.

Titles: Let's Visit a Circus Museum
Here Comes the Circus Parade
When the Circus Came to Town
Five Circus Music Makers

Full-color photography, narration and authentic sound vividly recapture the "Golden Age" of the circus in America. The era of grandiose advertising, spectacular street parades, and daring, colorful performances under canvas is delightfully portrayed in a way children will love.
(Available from Singer Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago, Illinois 60614.)

RECORDS

Circus Spectacular. Ringling Brothers and Barnum and Bailey
Merle Evans, Musical Director
London Records, Inc.
539 W. 25th Street
New York, New York 10001

"Here Comes the Circus Parade" from the record set Sing 'n Do Songs.
Sing 'n Do Co., Inc.
Midland Park, New Jersey

Tubby the Tuba at the Circus. from the album: Tubby the Tuba
Hans Cristian Andersen with Danny Kaye
Decca Records
(available from Cogswell Music Library, Indiana University of Pennsylvania, #10355-Cogswell DEC 8479.)

(Record the records on cassettes and they can be easily used throughout the unit.)

COMMUNITY RESOURCES

Shriner's Circus
Held yearly at the:

Syria Mosque
Bigelow Boulevard
Pittsburgh, PA 15213

Jaffa Mosque
Broad Avenue/23rd Street
Altoona, PA 16601

The Shriner's Circus will frequently provide complimentary circus posters and bumper stickers. Although they can be quite decorative for the room, the amount of print may be too visually stimulating. Check with the Mosque in your area.

MISCELLANEOUS MATERIALS

Purchased at a local "5 & 10."

Clown cups
Clown napkins
Large balloons - assorted colors, with circus clowns on them
Paper plates

Purchased at a grocery store and/or bakery.

Clown cookies
Peanuts in the shells
Popcorn
Hot dogs/buns

Purchased at a discount store.

Hamilton Beach Butter-Up Corn Popper (approx. $11.88)
(has see-through lid)

LET'S GO TO THE CIRCUS

LESSON PLANS

LET'S GO TO THE CIRCUS

DAY I

OBJECTIVES

Through experiences and activities, the child should be able:

Level A: To see and touch a clown.

Level B: To imitate the clown's actions of laughing, walking with a beanbag on his head, bending, running, and jumping.

Level C: To state that a clown is a part of a circus.

INSTRUCTIONAL AIDS

Materials:

bulletin board on clown theme
clown pictures
CLOWN (person dressed up as a clown - see picture on page 23)
clown cups, napkins, cookies
circus music
bean bags
finger paint and paper to make into place mats
construction paper
tissue paper
crayons
stapler

Game:

"Beanbag on the Head" (Carlson & Ginglend, 1961) the child engages in different activities while balancing the bean bag on his/her head.

Story:

Let's Go to the Circus

Finger Play:

"The Clown"

A physical education major from a local university can serve as an excellent clown. The clown's entrance into the class can be particularly meaningful if he/she has had some experience with the children prior to assuming the clown role; this not only allows the clown to learn the children's names, but provides a chance for him/her to be cognizant of their limitations.

Clown movements are intended to be "bigger than life" (McVicar, p.13) which is an ideal mode of instruction for handicapped children. Slow deliberate movements contribute to highly effective instruction.

COSTUME AND MAKE-UP

Clowns generally wear a court jester type of suit. Dressmaker patterns may be purchased from a local store. Colorful cotton material is most appropriate. The costume should be made full and baggy.

It is recommended that clown white or nose putty <u>not</u> be used on the clown's face, as this may make the clown frighten the children. Grease paints should be applied over cold cream or cocoa butter to yield the pictured effect.

Have pictures of circus clowns on the bulletin boards in the room.
Hang circus posters and materials on the walls of the room.

Free Play

Opening Exercises
Show the children pictures of clowns to prepare them for the clown's visit.

Perceptual-Motor Skill Development
Have each child make his/her own clown hat. Children may color a piece of construction paper; the more able children may use scissors to fringe tissue paper. With the teacher's assistance the tissue paper may be stapled to the edge of the paper, and the paper can then be rolled and stapled in a cone shape for a clown hat for each child.

Academic Skill Development
Have clown visit the class (an adult dressed up as a clown).
Allow the children to touch, hug, ask questions of the clown, try on the clown's hat and wig.
Have the clown tell a story just about clowns.
Have the clown teach the children "The Clown" finger play.

THE CLOWN
by Audrey M. Reeve

A funny red nose,
Two twinkling eyes,
Ears that can wiggle,
The nicest surprise!

Great big feet,
The funniest toes,
Performing tricks,
Wherever he goes.

Jumping up high,
Tumbling down,
The happiest person--
A circus clown.

Juice Time
Use clown cups and napkins.
Eat clown cookies (made by parent, bakery).

Gross Motor Skill Development
Have the children mimic the clown's actions of running, jumping, walking with a beanbag on the head. (Clown should pay special attention to physically handicapped, nonambulatory child and engage this child in an activity --e.g., laughing, which he/she can also imitate.)

Free Play

Lunch

Rest Time
Play circus music.

Perceptual-Motor Skill Development
Have the children fingerpaint (or use brushes, depending on the child's level of development) placemats -- make them colorful (a clown is colorful). Laminate to use as placemats during lunch on subsequent days.

Gross-Motor Skill Development
Have the children play various games with beanbags (on their heads, pass the beanbag, etc.)

Closing Exercises
Discuss clown's visit.

LET'S GO TO THE CIRCUS

DAY 2

OBJECTIVES

Through experiences and activities, the child should be able:

Level A: To see pictures (slides) of clowns.

To listen to circus music.

Level B: To throw bean-bags into the mouth of a cardboard clown.

Level C: To put together a clown, placing the parts of the body in the appropriate places.

To make a clown's face, placing the parts of the face into the appropriate places.

INSTRUCTIONAL AIDS

Materials:

slides of clowns (slides made from pictures in Sutton, 1953, and other books)
slide projector
flannel board of circus clowns with basic shapes for parts
(circle: head, eyes, hands, feet, top of hat
triangle: nose, hat, bow tie, body
rectangle: brim of hat, arms, legs, mouth)
clown cups, napkins, cookies
circus music
paper plates

Game:

Clown Face for Bean Bag Game. Remove the flaps from a cardboard carton and turn it upside down. Draw a clown's face with a big mouth on one side. Cut out the mouth and paint the rest of the face (children who are more able could do this). Suspend a small bell from the top of the carton so that it hangs directly opposite from the mouth. Have the children throw beanbags into the open mouth and try to ring the bell. (Ginglend & Carlson, 1963, p.40).

Story:

Brian Wildsmith's Circus

Free Play

Opening Exercises
Ask what happened yesterday.

Academic Skill Development
Show clown slides (approximately 15 slides, show several times with accompanying circus music).

Juice Time
Eat clown cookies.
Use circus cups.

Perceptual Skill Development
Re-create and dress the clown on the flannel board using basic shapes and colors.

Free Play

Lunch
Use children's self-made placemats.

Rest Time
Play circus music.

Academic Skill Development
Read Brian Wildsmith's Circus

Gross Motor Skill Development
Play clown bean bag game.

Perceptual-Motor Skill Development
Cut out shapes and paste them on a paper plate to make a clown's head. (Clown's face is the paper plate.)

Closing Exercises
Discuss day's activities.

LET'S GO TO THE CIRCUS

DAY 3

OBJECTIVES

Through experiences and activities, the child should be able:

Level A: To touch the various clown media available in the room.

To follow the clown (with assistance) in moving around the room.

Level B: To mark a large piece of paper (i.e., circus tent) on the floor with an appropriate implement.

Level C: To state that clowns and elephants are found within a circus tent at the circus.

To match happy and sad clown faces.

INSTRUCTIONAL AIDS

Materials:

large piece of brown paper (5'-6')
circus music
CLOWN
Elmo the elephant puppet (available from Peabody Kit Level P)
happy/sad clown faces

Story.

Let's go to the circus

PROCEDURES

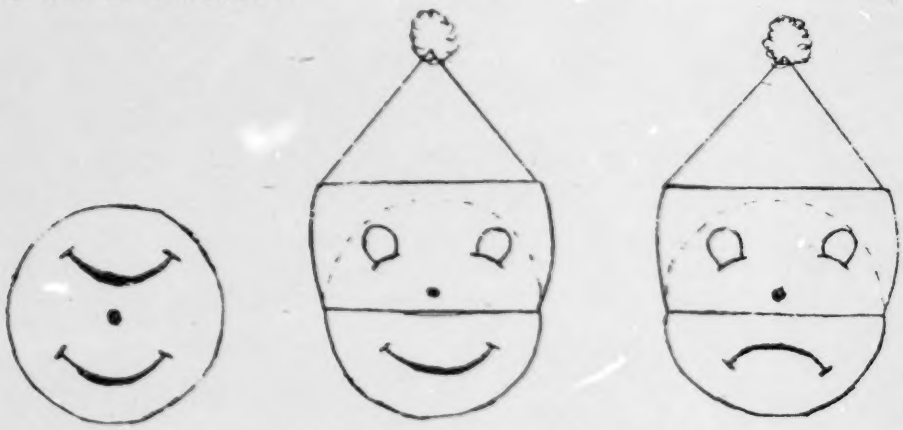
Free Play

Opening Exercises
Review yesterday's events.

Academic Skill Development

Tell flannel board story (teacher-composed) about happy and sad clowns.

Match happy and sad clown faces (teacher-made clown faces with movable mouths made possible with a paper fastener to demonstrate happy and sad expressions; paper fastener is clown's nose.)



Juice Time

Eat clown cookies.

Academic Skill Development

Read Let's Go to the Circus

Perceptual-Motor Skill Development

Make a circus tent - free coloring or painting for everyone; have child use implement appropriate to his/her level of development, e.g., fingers. Put tent up in room.

 PROCEDURES (CONT'D.)

Free Play

Lunch
Use laminated placemats.

Rest Time
Play circus music.

Gross-Motor Skill Development
Have the clown revisit the class and play the game of follow the leader with the children (again adapting activities to meet each child's needs).

Academic Skill Development
Have the clown introduce the concept of elephant - his friend Elmo, the elephant puppet.

Free Play

Closing Exercises
Discuss the day's activities.

DAY 4

OBJECTIVES

Through experiences and activities, the child should be able:

Level A: To see pictures of an elephant.

Level B: To imitate the elephant's walk.

Level C: To discriminate between big and little elephants by matching appropriate-sized pictures.

INSTRUCTIONAL AIDS

Materials:

filmstrip
filmstrip projector
slides of elephants
slide projector
story book about elephants
pictures showing big and little elephants
an ice cream box for each child
gray construction paper

Game:

The Elephant. Bending over and walking like an elephant involves using muscles that are usually neglected.

One child who plays the elephant, bends over with his hands clasped in front of him to make the animal's trunk, sways back and forth and walks around the group as children sing: "One elephant went out to play,
Out to play, out to play.
He had so much fun, fun, fun,
He called for another elephant to come."

At the end of a verse, he chooses another elephant. The song is then "two elephants" and so on. The group keeps singing until everyone has had a chance to be an elephant (Carlson & Ginglend, 1961, p.169; rewritten to be appropriate for young handicapped children).

Filmstrip:

This is an Elephant

32 INSTRUCTIONAL AIDS (CONT'D.)

Story:

Bozo and the Circus Elephant

PROCEDURES

Have circus tent on wall.
Have pictures of elephants on the tent.

Free Play

Opening Exercises
Review yesterday's events.

Academic Skill Development
(Introduction to elephants.)
Read story about elephants.
Show slides or filmstrip which show same-sized elephant pictures. (Show several times.)
Show pictures which show big, little elephants.

Juice Time
Eat animal crackers.

Perceptual Skill Development
Have children match pictures of big and little elephants.

Free Play

Lunch

Rest Time
Play circus music.

Gross Motor Skill Development
Have children walk like elephants (see discription on p. 31).
Play elephant relay games.
Sing elephant song.

Fine Motor Skill Development
Make small elephants by covering an ice cream box (4" X 7") with gray paper and cutting out a trunk and floppy ears to paste on the front.

Academic Skill Development
Tell a teacher-written flannel board story about elephants.

Free Play

Closing Exercises
Discuss the day's activities.

LET'S GO TO THE CIRCUS

DAY 5

OBJECTIVES

Through experiences and activities the child should be able:

Level A: To touch and explore toy elephants and other related media in the room.

Level B: To crack open and taste peanuts.

To pick up peanuts and place them in a container.

Level C: To state that elephants eat peanuts.

To make elephants out of play-dough.

INSTRUCTIONAL AIDS

Materials:

flannel board circus
peanuts
play-dough
big round grey can (Lincoln Log can be covered with grey paper to represent the mouth of an elephant)

PROCEDURES

Free Play

Opening Exercises
Review yesterday's events.

Academic Skill Development
Tell story on the flannel board about elephants that eat peanuts.
State that elephants at the circus eat peanuts.
Look at and talk about peanuts.

Juice Time
Eat peanut butter crackers.

Perceptual-Motor Skill Development
Play game of trying to pick up and put peanuts into elephant's mouth (big, round can).
(Possibly, for more able children, play game of find the peanuts - hide peanuts in the room).

Free Play

Lunch

Rest Time
Play circus music.

Perceptual-Motor Skill Development
Have the children crack open and eat peanuts.
Make elephants out of play-dough (it is not necessary that they look like elephants).

Free Play

Closing Exercises
Review the day's activities.

LET'S GO TO THE CIRCUS

DAY 6

OBJECTIVES

Through experiences and activities, the child should be able:

Level A: To see and touch the foods which people eat at the circus.

To smell and taste popcorn (only if the child can chew).

Level B: To listen to and watch popcorn popping.

Level C: To name and discriminate among the foods which people eat at the circus.

To associate the sound of popcorn popping with the smell of popcorn.

INSTRUCTIONAL AIDS

Materials:

see-through lidded popcorn popper (e.g., Hamilton Beach)
popcorn
bean bags
peanuts
hot dogs
Peabody cards: #12 hamburger
#13 hot dog
#14 ice cream cone
#31 candy
#34 popcorn
#35 potato chips
#36 pretzels

Book:

Dumbo

PROCEDURES

Free Play

Opening Exercises
Review clowns and elephants.
Introduce circus food.

Academic-Perceptual Skill Development
Show and allow children to taste and smell real circus foods (e.g., hot dog, popcorn, etc.)

Juice Time
Eat animal crackers.

Academic Skill Development
Show pictures of the circus foods (those included in the Peabody Kit may be used). (Use as few foods as possible for clarity.)
Discuss what clowns and elephants eat.
Tell a teacher-developed flannel board story about an elephant that looked and looked for a peanut or about a clown that was so hungry for a hot dog.

Free Play

Lunch

Rest Time
Play circus music.

Perceptual Skill Development
Pop popcorn in front of the children (using clear-lidded popper) and eat it.

Gross Motor Development
Play bean bag games.
Conduct relay races.

Closing Exercises
Review the day's events.

LET'S GO TO THE CIRCUS

DAY 7

B

OBJECTIVES

Through experiences and activities, the child should be able:

Level A: To see pictures of a circus.

To listen to circus music.

Level B: To make circus music.

To discriminate among the facets of a circus by gesture.

To view self in a mirror wearing a mask of an elephant or a clown head.

Level C: To discriminate among the facets of a circus by appropriately naming the various aspects seen.

To make a mask of the face of an elephant or a clown.

INSTRUCTIONAL AIDS

Materials:

rhythm instruments
paper bags, paint, scissors to make circus mask
mirror
animal crackers
apples
tooth picks
filmstrip projector
record player

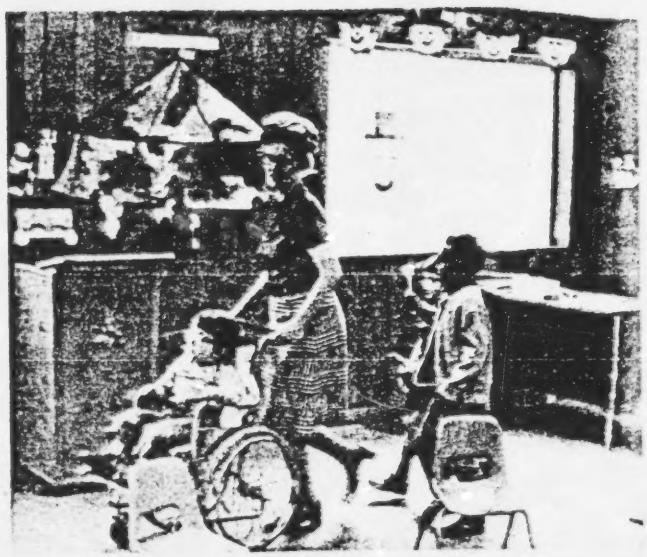
Filmstrip:

Sounds at the Circus

Record:

"Here Comes the Circus Parade"

Free Play



Opening Exercises
Review circus food.

Perceptual-Motor Skill Development
Show filmstrip Sounds at the Circus.
Make circus music with rhythm instruments.
May have "Here Comes the Circus Parade" accompany the children.

Gross Motor-Academic Skill Development
Have children march to circus music (non-ambulatory child can make the music for marching or clap hands, etc., to the beat).
Sing -- "We're marching in a parade
We're marching in a parade
Heigh ho the derry-o
We're marching in a parade."

Lunch

Rest Time
Play circus music.

Perceptual-Motor Skill Development/Body Awareness
Make masks of clowns or elephant heads (out of paper bags). Put on heads and look at self in mirror.
Have the children who have good fine motor control make animals in cages. (Cut an apple in half. Put an animal cracker in the middle. Use toothpicks to put the apple together again.)

Free Play

Closing Exercises
Review day's activities.

LET'S GO TO THE CIRCUS

DAY 8

OBJECTIVES

Through experiences and activities, the child should be able:

Level A: To see and touch pictures and other media which may be found at the circus.

Level B: To discriminate between pictures of clowns and elephants.

Level C: To describe what happens at a circus.

To discriminate among peanuts and popcorn visually.

To discriminate between peanuts and popcorn tactilely, without visual cues.

To discriminate between peanuts and popcorn through taste and smell without visual cues.

INSTRUCTIONAL AIDS

Materials:

pop-up circus
pictorial circus
story about circus
peanuts
popcorn
popcorn popper
film projector

Film:

Boy of the Circus

PROCEDURES

Evaluation

Evaluate learning through a review of the circus. Have children discriminate among clowns, elephants, circus foods.

NOTE: Repetition and review enhances learning of handicapped children. Repeat activities (e.g., stories, films, etc.) which were used throughout the earlier parts of the unit.

DAY 9

OBJECTIVES

Through participation in a series of activities, the child should be able:

Level A: To see a simulated circus (based on a multi-media presentation).

Level B: To participate in a simulated circus.

Level C: To attend a real circus. (If the child has achieved all of the objectives throughout the lessons, attendance at a real circus could be considered. It is understood, however, that this would only be attempted if the child has sufficient stamina to withstand the excitement, crowds, etc. of the actual event.)

INSTRUCTIONAL AIDS

Materials:

circus slides
slide projector
circus music
adults dressed-up as clowns, elephants
food stands
popcorn
peanuts
hot dogs
balloons

PROCEDURES

Free Play

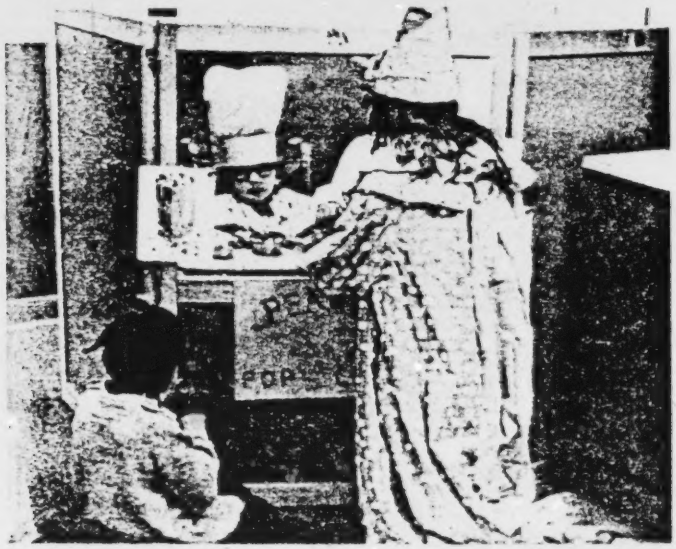
Opening Exercises

Indicate that the circus is coming to the class.

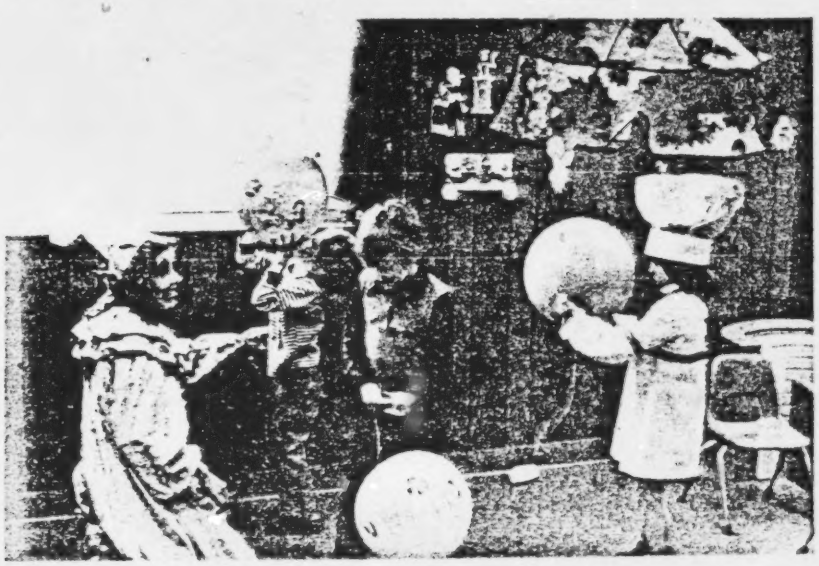
PROCEDURES (CONT'D.)

Motor-Academic-Perceptual Experiences

Develop a circus parade (a dressed-up clown, elephants).
Present a circus show (slides, music, action).
Construct food stands with signs. Allow children to take turns selling, wearing a colorful chef's hat (made out of crepe paper).



Give the children balloons (already blown-up and play balloon games.)



PROCEDURES (CONT'D.)

Lunch
Eat hot dogs and other circus foods.

Rest Time
Play circus music.

Gross Motor Experience
Play circus games (bean bag, elephant, etc., any games played previously within the unit).

Perceptual Experience
Sing teacher-written circus songs (e.g., to the tune of Campbell's Soup song).

Closing Exercises
Send child-made circus-related materials home with the child.
Accompany this with a report of what the child has learned about the circus; this will enable the child's parents to involve the child in some of the same activities.

REFERENCES

Carlson, B.W., and Ginglend, D.R. Play Activities for the Retarded Child. Nashville: Abingdon Press, 1961.

An excellent collection of activities which can be easily adapted for young retarded children.

Hacker, F.A., and Eames, P.W. How to Put on an Amateur Circus. Minneapolis: Dennison, 1923.

This book contains descriptive information which might be useful to the teacher in making classroom activities circus-like.

McVicar, W. Clown Act Omnibus. New York: Association Press, 1960.

Good information is included which can help the clown in designing a costume and acting like a clown.

Sutton, F. The Book of Clowns. New York: Grosset and Dunlap, 1953.

Excellent illustrations of clowns and detailed information (appropriate for the teacher's use only) on various types of clowns and techniques of applying clown make-up.